

**GOAL AREA: FAMILY SUPPORT**  
**STRATEGY NAME: COMMUNITY BASED LITERACY**

<b>GOAL:</b> <ul style="list-style-type: none"> <li>FTF will increase the availability, quality and diversity of relevant resources that support language and literacy development for young children and their families</li> </ul>	<b>STRATEGY SUMMARY</b>	<b>EVIDENCE / RESEARCH</b>	<b>CONSIDERATIONS FOR IMPLEMENTATION AND COST</b>	<b>COST</b>
	FTF funded Community Based Literacy Programs: <ul style="list-style-type: none"> <li>✓ Provide training for parents that will assist them in improving the skills to be their child's first teacher.</li> <li>✓ Provide information or education on developmentally appropriate learning opportunities that support early language and literacy development which prepares children for success in school and life.</li> <li>✓ Make accommodations in curriculum for children and adults with special needs.</li> <li>✓ Provide "family- friendly" community sites that offer family literacy and parenting education to enable adults to attain proficiency in basic skills.</li> <li>✓ Offer developmentally appropriate early language and literacy activities for infants, toddlers and preschoolers.</li> </ul> Through community based trainings and settings, such as libraries, family resource centers, faith organizations and arly care and education programs, families can learn about activities which support early language and literacy development and can become part of their daily routines. It is critical that families understand the importance of and how to read, talk and sing with their infants, toddlers and preschoolers on a daily basis.	Research indicates that community based family literacy programs which provide learning opportunities for <u>both</u> the young child and his or her parents positively impact young children and their families. (Literacy N. C., 2009)  Studies have also shown that shared-reading interventions can have a significant, substantial and positive impact both on young children's oral language skills and on young children's print knowledge, both reading readiness indicators needed for learning to read. Neuman, Copple, and Bredekamp (2000), state that "the single most	Administrative Home Infrastructure Program models, including national program models <i>Reach Out and Read</i> and <i>Raising a Reader</i> , have established administrative homes. Community Based Literacy RFGA applicants should include narrative and budget information specific to the activities, responsibilities and related costs to maintain a program's affiliation, accreditation and/or certification. Grantees must maintain model fidelity and standing with the administrative home. When considering Family Literacy programs, this type of program may already exist within a school district and/or Head Start program and the administrative oversight should be identified.  <u>Capacity for Expansion</u> Regional Partnership Councils should explore and identify opportunities to build upon existing literacy networks, such as public libraries, in order to allow existing programs to serve additional families. In many instances, opportunities also exist for multiple community-based organizations to combine their resources to address complex family needs. First Things	Cost varies (\$5,000 to \$300,000+ annually) upon program model or programmatic approach. Examples include:  <u>Family Literacy</u> Approximately \$5,000 per family per year.  <u>Reach out and Read (ROR)</u> . A unit cost is under development and will be available through the Policy Staff. This cost will include books and equipment, as well as coordination and administration at the regional level

<p>Comprehensive literacy programs that are moderate to high intensity like <i>family literacy</i> programs involve both the parent and child in a series of ongoing center based trainings and learning opportunities. Model strategies support serving the needs and concerns of the family rather than serving individual family members in isolation.</p> <p>Other national models are lower intensity programs that engage the parent and child in community settings such as meeting areas in apartment complexes or in pediatric medical practices.</p> <p><b>Reach Out and Read:</b> ROR is a program whose mission is "...to make literacy promotion a standard part of pediatric primary care, so that children grow up with books and a love of reading" (Reach Out and Read Arizona, 2008). The ROR program is delivered through medical practices, and trains doctors and nurses to advise parents about the importance of reading aloud. It also provides books to children at pediatric check-ups from six months to five years of age, with a special focus on children growing up in poverty. ROR health providers, utilize the book to promote age-appropriate literacy skills and as a tool to discuss developmental issues with parents and families.</p> <p><b>Raising a Reader:</b> Raising A Reader's training in community settings helps to develop the capacity of families to create a language-rich environment for young children. The program circulates over 100 high quality children's books into children's homes through an average rotation cycle but helps children and families develop, practice, and maintain the habit of sharing those books ('book cuddling').</p>	<p>important activity for building ... skills essential for reading success appears to be reading aloud to children."</p>	<p>First literacy strategies can expand the capacity of established early language and literacy programs to provide supports and services to young children and their families.</p> <p><u>Links to Other Strategies</u> This strategy is directly linked to Community Based Parent Education – refer to those documents when considering this strategy. This strategy should also be implemented in coordination with other family support strategies such as home visitation and/or resource center strategies to ensure optimal programming for each family. FTF funded programs can support families to use their Arizona Parent Kit, or access the Birth to Five Helpline. Programs should refer families to other FTF or other community resources as a regular part of the curriculum and services.</p> <p><u>System-Building Issues and Recommended Saturation Level</u> Community based literacy can be a part of a system of family support in a local regional/ community area, especially to provide information to families who may not access or participate in home visitation programs. Many councils build or expand community based parent education into existing literacy programs as many families already access other support and services through established programs.</p> <p><u>Parent Awareness</u> Parent awareness of the importance of literacy development in young children may be built through lower intensity activities, such as public library programs.</p>	<p><u>Raising a Reader</u> Estimated at \$100.00 per child for program materials and technical assistance; a \$2,000 licensing fee—meant to take the project to scale—meaning community wide; and RAR Coordinator travel and hotel costs to attend training provided by Raising a Reader Program. The cost per book in the first year can be as low as \$1.00.</p>
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**FIRST THINGS FIRST**  
***Early Language and Literacy Programs in Home and Community***  
***Settings***  
**Standards of Practice**

Early childhood stakeholders, families, and communities recognize that when early language and literacy development is optimized, it can be the foundation for a child's later academic success in school. "The years from birth through age five are a critical time for children's development and learning. Early childhood educators understand that at home and in early childhood education settings, young children learn important skills that can provide them with the cornerstones needed for the development of later academic skills..." (Literacy, 2009)

Literacy acquisition encompasses the four domains of language (reading, writing, speaking and listening) and numeracy. Early literacy or precursor literacy skills include the following variables that are consistently shown to predict later literacy achievement:

- alphabet knowledge: knowledge of the names and sounds associated with printed letters
- phonological awareness: the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
- rapid automatic naming of letters or digits: the ability to rapidly name a sequence of random letters or digits
- rapid automatic naming of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors
- writing or writing name: the ability to write letters in isolation on request or to write one's own name
- phonological memory: the ability to remember spoken information for a short period of time
- concepts about print: knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)
- print knowledge: a combination of elements of alphabet knowledge, concepts about print, and early decoding
- reading readiness: usually a combination of alphabet knowledge, concepts of print, vocabulary, memory, and PA
- oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar
- visual processing: the ability to match or discriminate visually presented *symbols*

Programs that support young children's early language and literacy development are a part of the family support system in Arizona. An array of early language and literacy programs and service delivery methods may be implemented to meet the needs of families with young children. Research indicates that family literacy programs which provide learning opportunities for both the young child and his or her parents positively impact young children and their families. (Literacy N. C., 2009) According to Adult Education and Family Literacy Act (AEFLA) standards, the term "family literacy services" means programming that is of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrates all of the following core components:

- ✓ Interactive literacy activities between parents and their children, and
- ✓ Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children, and
- ✓ Parent literacy training that leads to economic self-sufficiency, and
- ✓ An age-appropriate education to prepare children for success in school and life experiences.

Family literacy programs are built on four core principles; 1) the value of education for success in life, 2) the central role of the parent in a child's development, 3) the identification of individual strengths, and 4) the value of experiential learning.

While each First Things First funded early language and literacy program may be uniquely designed, they all have a valuable role to play in meeting the complex needs of families and communities across the State of Arizona. First Things First focuses on programs and services that provide children with the best opportunities for school and life success. Funding decisions are based upon a robust process of review to ensure programs are supported by research, value the family, use approaches considered to be best practice and are responsive to the specific needs identified in each region. First Things First funded programs shall supplement, not supplant, other state expenditures on, and federal monies received for early childhood development and health programs.

It is expected that early language and literacy programs funded by First Things First will be offered at no-cost, on a voluntary basis. **Programs and service can be delivered through home visitation or community based training.** Please, also refer to the First Things First Home Visitation and/or Parent Education Community Based Training Standards of Practice documents.

Using a family-centered and strengths-based approach these programs will:

1. Provide a Focus on Literacy
  - A. Inform and educate parents and families on typical early language and emergent literacy development for children ages birth through five.
  - B. Literacy coaching and instruction should be woven into the activities of all program components; presented and practiced in contexts that are meaningful to families' lives and needs. If providing literacy services in a community based setting, it is critical that

parents and families are taught to bridge classroom experiences to home environments with their own young children.

- C. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
  - Actively engage parents in learning how everyday experiences can nurture the literacy development of their children.
  - Support parents in maintaining a literacy-rich home environment.
  - Assist parents to learn how to advocate for their children within a variety of settings, including school, child care and human service agencies.
2. Use a research-based curriculum and activities to promote learning in contexts which are relevant to the lives of participants.
3. Provide Sufficient Intensity and Duration of Services
  - For example, typical frequency and duration of family literacy programs is a minimum of 6 sessions at 2 hours per session.

Programs may also:

- Align with Arizona's Early Learning Standards/Guidelines.

Family literacy programs across the nation also take into consideration alignment with their state's Early Learning Guidelines which describe the expectations about what children should know (understand) and do (competency and skills) across the different domains of learning. In Arizona, the Department of Education developed Early Learning Standards to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The document can be found here:  
<http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf>  
First Things First is developing Early Learning Developmental Guidelines for infants and toddlers.
- Provide parent literacy training that leads to economic self-sufficiency.
  - Assist adults in raising their literacy levels.
  - Assist adults in gaining the knowledge and skills needed for employment and self-sufficiency.
  - Assist adults who are parents in gaining educational skills they need to be full partners in the educational development of their children.
  - Assist adults in completing their secondary school education or its equivalent (e.g., English language classes, Adult Basic Education, Adult Secondary Education, preparation for the General Education Development (GED) examination, and workplace literacy)

- In community settings, instruction should include a combination of individual and group activities, and encourage cooperative learning.
- Assessment, both formal and informal, should occur on an ongoing basis in order to provide adult learners with feedback about progress they have made toward goals.
- Participants must be actively engaged in the decision-making process with regard to their education.
- Program staff must support adult learners in being self-directed, with understanding that adult education builds upon the knowledge, experiences and roles of participating adults.

**All First Things First funded Home Based Early Language and Literacy Programs must also follow the First Things First Home Visitation Standards of Practice.**

**All First Things First funded Community Based Early Language and Literacy Programs must also follow the First Things First Parent Education Community Based Training Standards of Practice.**

*March 23, 2010*